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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Latin America** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| Government/Civics Understandings  SS6CG1 The student will compare and contrast various forms of government.  a. Describe the ways government systems distribute power: unitary, confederation, and  federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and  democratic.  c. Describe the two predominate forms of democratic governments: parliamentary and  presidential.  SS6CG2 The student will explain the structures of national governments in Latin  America and the Caribbean.  a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and  the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba),  distinguishing the form of leadership and the role of the citizen in terms of voting and  personal freedoms.  Essential Question: How do various governments compare and contrast?  a. Describe the ways government systems distribute power: unitary, confederation, and  federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and  democratic.  c. Describe the two predominate forms of democratic governments: parliamentary and  presidential. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | Government/Civics Understandings  SS6CG1 The student will compare and contrast various forms of government.  a. Describe the ways government systems distribute power: unitary, confederation, and  federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and  democratic.  c. Describe the two predominate forms of democratic governments: parliamentary and  presidential.  SS6CG2 The student will explain the structures of national governments in Latin  America and the Caribbean.  a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and  the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba),  distinguishing the form of leadership and the role of the citizen in terms of voting and  personal freedoms.  Essential Question: How do various governments compare and contrast?  a. Describe the ways government systems distribute power: unitary, confederation, and  federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and  democratic.  c. Describe the two predominate forms of democratic governments: parliamentary and  presidential.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | How did Fidel Castro Impact the government of Cuba? | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2-3** | * How do various governments compare and contrast? * How are the governments of Cuba, Brazil and Mexico Different? | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** | * How is power distribed in Cuba and Brazil and Mexico? | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** | How are the governments of the United States related or differ from Cuba, Mexico and Brazil? | **Textbook Correlation**  create cause and effect chains showing the links between physical geography, resources, and densely populated in the countries   * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * Amazon River * Caribbean Sea * Gulf of Mexico * Pacific Ocean * Panama Canal * Andes Mountains * Sierra Madre Mountains * Atacama Desert * Bolivia * Brazil * Colombia * Haiti * Mexico * Panama * Venezuela * Voting | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * European colonization * Slave trade * Indigenous people * Africans * British * Portuguese * Spanish * Diverse * Romance Languages- (French, Italian, Portuguese, Romanian, Spanish) * Treaty of Tordesillas * Line of Demarcation * Literacy * Literacy rate * Developed country * Developing country * Standard of living * Unitary * Confederate * Federal * Parliamentary * Presidential | | | | * Air pollution (Mexico) destruction of the rain forest (Brazil) * oil pollution (Venezula) overcrowding industrialization vehicle emissions smog, damage to vegetation * harm to atmosphere * harm to human beings * air pollution * acid rain * oil pollution   harm to buildings and ancient ruins | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |  | | * Location * Climate   natural resources |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |

**Monday**:

Warm Up: Students completed Warm up on Latin America Government Information. They are to answer Milestone-related questions.

Activity: Students review governments of Latin America; complete differentiated-based tasks on topic. Students will then create stations based on understanding of Government. These will be placed in portfolios.

Ticket Out the door/Closing: Students will receive review questions tailoring to CG1 and CG2. Answers only.

**Tuesday:**

Warm Up-page 103-104 in Coach Book

Lesson: Part 1: Students will review questions based on government of Latin America.

Part 2: Activity: Students review governments of Latin America; complete differentiated-based tasks on topic. Students will then create stations based on understanding of Government. These will be placed in portfolios.

TOD- Complete questions based on topic in Coach book; students will also summarize work completed for day.

**Wednesday:**

Warm Up: Students Review CG 1 and CG 2

Lesson: Part 1: Students will review questions based on government of Latin America.

Part 2: Activity: Students review governments of Latin America; complete differentiated-based tasks on topic. Students will then create stations based on understanding of Government. These will be placed in portfolios.

TOD: Review questions.

**Thursday:** Warm Up: Students Review CG 1 and CG 2

Lesson: Part 1: Students will review questions based on government of Latin America.

Part 2: Activity: Students review governments of Latin America; complete differentiated-based tasks on topic. Students will then create stations based on understanding of Government. These will be placed in portfolios.

TOD: Review questions.

**Friday:** Quiz